



## Equitable, Effective and Meaningful Grading Practices for Students with Disabilities

### Strategies for Advocates

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If the school says	An advocate may respond	Relevant resources
Learner has earned very low or failing grades.	<ol style="list-style-type: none"> <li>1. Request information on how learner is performing on different grading elements. pay special attention to number of “0”s due to missing work. If missing work is greatest issue, suggest strategies for minimizing impact of missing work.</li> <li>2. The IEP team should convene to determine if the present accommodations or modifications are being implemented correctly, or if they are appropriate to meet learner’s needs.</li> </ol>	<p>Munk, D.D. (2003). Solving the grading puzzle for students with disabilities. Whitefish Bay, WI: Knowledge by Design.</p> <p>Guskey, T.R., &amp; Bailey, J.M. (2001). Developing grading and reporting systems for student learning. Thousand Oaks, CA: Corwin Press.</p>
Learner is not able to “keep up” in regular education classroom.	<ol style="list-style-type: none"> <li>1. See above.</li> <li>2. The IEP team should consider whether an individualized grading system is appropriate for learner.</li> </ol>	<p>Munk, D.D. (2003). Solving the grading puzzle for students with disabilities. Whitefish Bay, WI: Knowledge by Design.</p>
Learner is working to potential but is not working at “grade level” so he/she must receive a low grade.	<ol style="list-style-type: none"> <li>1. Clarify whether the school’s grading policy or system requires that teachers base grades solely on progress on specified learning standards.</li> <li>2. The IEP team should convene to determine if the present accommodations or modifications are being implemented correctly, or if they are appropriate to meet learner’s needs.</li> <li>3. The IEP team should consider whether an individualized grading system is appropriate for learner.</li> </ol>	<p>Munk, D.D. (2003). Solving the grading puzzle for students with disabilities. Whitefish Bay, WI: Knowledge by Design.</p> <p>Salend, S.J. (2005). Report card models that communication and differentiation of instruction. Teaching Exceptional Children, 37, (4), 28-35.</p> <p>Guskey, T.R., &amp; Bailey, J.M. (2001). Developing grading and reporting systems for student learning. Thousand Oaks, CA: Corwin Press.</p>

If the school says	An advocate may respond	Relevant resources
Learners who work in individualized curriculum receive a pre-determined grade (e.g., C) because letter grades “aren’t relevant)	<ol style="list-style-type: none"> <li>1. Advocate may focus on how learner’s progress on individualized curriculum and learning goals will be reported given that letter grade system is not appropriate. Giving all learners a pre-determined grade, even when grades are of less significance, is not helpful for reporting progress.</li> <li>2. Advocate should request development of a personalized grading plan that specifies elements for grading. Progress on IEP goals should be incorporated.</li> </ol>	Munk, D.D. (2003). Solving the grading puzzle for students with disabilities. Whitefish Bay, WI: Knowledge by Design.
Learner is not motivated by grades and therefore doesn’t try hard.	<ol style="list-style-type: none"> <li>1. Advocate should understand that de-valuing academic success is more common as learners mature, and is a self-preservation strategy for those with a history of negative experiences in school. Don’t assume that a learner would not receive satisfaction from positive feedback in the form of a “good grade.”</li> <li>2. Advocate should request development of a personalized grading plan that specifies elements for grading. Progress on IEP goals should be incorporated.</li> </ol>	<p>Munk, D.D. (2003). Solving the grading puzzle for students with disabilities. Whitefish Bay, WI: Knowledge by Design.</p> <p>Wormeli, R. (2005). Differentiated assessment and grading. Petersborough, N.H.: Staff Development Educators.</p>

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